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ABSTRACT

This second in a series of ten learning modules on school-community relations is designed to give secondary and postsecondary vocational teachers help in developing the skills needed to prepare presentations, or to assist students in preparing presentations, to inform school and community groups of the purpose, plan, and values of a vocational program. The terminal objective for the module is to give presentations to promote a vocational program in an actual school setting. Introductory sections relate the competency to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz, model answers, case studies to critique, model critiques, presentation checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on school-community relations are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JH)

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ED154210

MODULE

G-2

Give Presentations to Promote Your Vocational Program

MODULE G-2 OF CATEGORY G—SCHOOL-COMMUNITY RELATIONS PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education
The Ohio State University

KEY PROGRAM STAFF:

James B. Hamilton, Program Director

Robert E. Norton, Associate Program Director

Glen E. Fardig, Specialist

Lois G. Harrington, Program Assistant

Karen M. Quinn, Program Assistant

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FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Executive Director
The Center for Vocational Education

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

AAVIM

AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS

Engineering Center
University of Georgia
Athens, Georgia 30602

The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

The public relations program which has been adopted by your vocational department or school probably includes a variety of promotional techniques. While these techniques usually are effective on a broad scale, you as a vocational teacher can improve or greatly enhance publicity efforts by bringing your vocational program to the community on a more personal level. You can do this through person-to-person contacts in the form of presentations to local organizations and groups.

Often this personal contact can achieve greater results than general public relations efforts such as news releases or exhibits. One reason for this is that personal contact in a group setting allows you to gear information to the type of audience you are addressing. Of even more importance is the fact that you can personally and immediately respond to any audience concerns that may result from your presentation.

The support of your community is a vital aspect of your vocational program, and as such, the members of the community need to have well-planned, informative topics presented to them. This module is designed to help you develop the skills you need in order to prepare presentations, or to assist students in preparing presentations, to inform school and community groups of the purpose, plan, and values of your vocational program.

ABOUT THIS MODULE

Objectives

Terminal Objective: While working in an actual school situation, give presentations to promote your vocational program. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 45–48 (*Learning Experience IV*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the rationale for, and techniques involved in, preparing effective presentations (*Learning Experience I*).
2. Given a case situation describing a hypothetical school situation, prepare and give a presentation designed to promote your vocational education program (*Learning Experience II*).
3. After completing the required reading, critique the performance of several teachers in given case studies in directing students in preparing presentations (*Learning Experience III*).

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

Reference: American Association of Agricultural College Editors. *Communications Handbook*. Third Edition. Danville, IL: The Interstate Printers & Publishers, Inc., 1976.

Learning Experience II

Required

2–5 peers to role-play an audience to whom you are giving a presentation to promote your vocational program and to critique your performance in giving a presentation. If peers are unavailable, you may give your presentation to your *resource person*.

Optional

Videotape equipment for taping, viewing, and self-evaluating your presentation.

Learning Experience III

No outside resources

Learning Experience IV

Required

An actual school situation in which, as part of your teaching duties, you can give presentations to promote your vocational program.

A resource person to assess your competency in giving presentations to promote your vocational program.

This module covers performance element numbers 240, 246 from Calvin J. Cotrell *et al., Model Curricula for Vocational and Technical Teacher Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the rationale for, and techniques involved in, preparing effective presentations.

You will be reading the information sheet, Preparing a Presentation, pp. 6–13.

You will be demonstrating knowledge of the rationale for, and techniques involved in, preparing a presentation by completing the Self-Check, pp. 14–15.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 17–18.

You may wish to read the supplementary reference, AAACE, *Communications Handbook*, pp. 15–32.

Activity

For information on the advantages of making presentations, and on selecting a topic and organizing your materials, read the following information sheet:

PREPARING A PRESENTATION

Good publicity is a vital part of any vocational program. You, as a vocational teacher, should make use of the public relations channels open to you in order to let the public know what your program is doing.

An effective channel for vocational promotion is the presentation, which can be used to familiarize the school and community with various aspects of your particular program. This person-to-person approach is simple and direct. In addition, by being more personal than other methods, it offers you a good opportunity to develop greater understanding within the community. Vocational education cannot exist without community support. Thus, it is vital that the public understand and support your vocational program. A good presentation can provide the public with a clear view of the benefits of vocational education and can quickly eliminate any possible concerns they may have.

Good presentations can also increase interest in your vocational program. A presentation allows the public to obtain relevant information, ask questions, and even get to know you as an individual. If you present yourself as competent, enthusiastic, and interested in your audience as well as in your profession, you can probably pave the way for future community contact and support. You can also obtain a wide variety of public feedback that can be useful in strengthening or modifying your vocational program.

Presentations can help your vocational education program. However, you must be careful about the number and type of engagements you accept. You should use discretion when accepting requests so you do not waste your time or spread yourself too thin. Try to determine the relevance and value of your presentation to your audience, and avoid being used as a time-filler by some desperate program chairperson.

Preliminary Activities

Identifying Opportunities to Speak

As a vocational teacher, you should pursue opportunities to speak to school and community groups about the purpose, plan, and values of your vocational program. For example, when a critical phase of your program is ready for public review, you may find it necessary to seek groups that would be interested in your topic.

You should also be aware of the value of these presentations as an opportunity for improving relationships with the parents of students in your vocational program. Often, parents need clarification about activities or events that are happening in the school. For example, parents may be questioning the need for, and value of, student attendance at activities such as state fairs or student vocational organization state conventions. A presentation highlighting the educational benefits of these types of out-of-school activities can help to improve communications with parents. Or, sometimes parents will receive negative impressions about the school from their children. An effective presentation which addresses their concerns can clarify these issues and alleviate any biases that may have developed.

Once the community is aware of your desire to speak, you may often be contacted by various school or community groups to provide a presentation about your vocational program. The follow-

ing are some community groups that might contact you or that might be interested in a presentation that you would like to give.

- Parents' organizations are always interested in speakers who can inform them about the school or the activities of their sons and/or daughters.
- The chamber of commerce, Lions Club, Kiwanis Club, and other civic associations may be interested in the types of vocational programs offered at your school.
- Professional groups such as doctors and dentists may be interested in the medical assistant and dental assistant programs offered by your school.
- Occupational groups such as local carpenters, plumbers, electricians, mechanics, and steel workers may be interested in the metal, automotive, mechanical drawing, and wood classes.

Many school groups would be interested in presentations. If you are not contacted by them, you might wish to offer your services. You could contact the following groups.

- The school faculty or board of trustees (contacted through the administration) might be interested in a presentation which explains the goals and objectives of your vocational program.
- The students in your school might benefit from a presentation which corrects misinformation, or which introduces them to your vocational program and job opportunities in your occupational specialty.
- Junior high, middle school, or elementary school students might be interested in presentations designed to introduce them to vocational education, discuss job opportunities through vocational education, or interest them in your program in the future.

Each of these groups and many others would be an interested and willing audience for a variety of topics that you might wish to present. Choose your topic with care, keeping in mind the interests, abilities, and occupations of your audience. Sample 1 presents some suggested topics for presentations.

SAMPLE 1

TOPICS FOR PRESENTATIONS

- Career Opportunities in _____ [occupational area]
- How to Be a _____ [worker]
- The Vocational Education Program at _____ [school]
- The Goals of Our Vocational Education Program
- Wanted: Trainees for the _____ Program
- The Need for School and Industrial Cooperation
- Keeping the Vocational Education Program Up to Date
- Going on to Higher Education from Vocational Education
- Adults in the Vocational Program
- Better Citizenship Through Vocational Education

Identifying the Audience

Every presentation is directed at an audience for the purpose of making some kind of impact or impression on that audience. It is, therefore, essential that you collect as many facts as possible about your audience before preparing your speech. The content of your speech, the particular slant you give it, and the degree to which you cover the subject will all be influenced by the particular characteristics of your audience. A group of employers interested in improving their work force would not expect you to plan your presentation around the budgetary problems you have encountered.

As a speaker, you would want to know beforehand exactly what your audience's expectations and interests are and plan your presentation accordingly. The following are some important facts you should collect to establish a general picture of your audience.

Average age.—Knowing the average age of your audience can give you some indication of their interests. The interests and attention span of junior high students, for example, would probably be very different from those of area physicians.

Educational level.—Knowing the educational level of members of your audience will give you guidance in determining the level at which the presentation should be given. For example, if you have handouts that are written at a twelfth grade reading level, and you are addressing recent immigrants, your handouts will probably be of little use to the audience because they will have problems reading them. On the other hand, if you are addressing a group of college professors, it is important not to offend them by speaking at a level far below their understanding.

Occupations.—Knowing the occupations of members of your audience will give you some indication of the background and knowledge of the audience. Farmers, for example, will probably not have the same background, interest, and area of knowledge as traveling businesspersons.

Knowledge of the subject.—Knowing the audience's knowledge of the subject you are addressing will help you determine appropriate terminology (technical or layperson's language) and depth of coverage. You would not give the same presentation on designing modern furniture to people in the industrial arts field as you would to a group of parents.

Membership in any special organizations.—Knowing if the members of the audience belong to special groups or organizations will indicate possible special interests or biases to take into consideration in planning the presentation. For ex-

ample, if you are addressing a religious or ethnic organization, it would be important to consider the needs and values of that audience in choosing and presenting your topic.

Interests and concerns.—Knowing the interests and concerns of the audience will give you a chance to build your subject around those concerns. It will be easier to hold the attention of the audience if your presentation is geared to a problem or an issue that they have questions about, or a topic that they are all interested in. For example, if a number of members of an audience have expressed a concern regarding the availability of jobs that their sons and daughters will be qualified for upon completion of the vocational program, the audience will probably be especially interested in a presentation on job opportunities in your community.

When considering the characteristics and possible biases of your audience, you should also consider any guidelines that they may wish to follow. For example, the topic or the length of the

presentation could be predetermined. In addition, a homogeneous audience, a fixed physical setting (e.g., seating, lighting, location), and a set time convenient for the group membership will all affect the form and content of your presentation. If at all possible, however, you should seek approval to arrange the setting for your presentation in a manner most conducive to audience comfort and the content for your presentation. For example, you should check that the room is adequately ventilated, the temperature is set at a comfortable level, the seating arrangements are appropriate and adequate etc.

Once you have a general picture of your audience, you should begin to adapt your presentation to that group. If, for example, you suspect that your audience will generally have a negative reaction to new ideas, it becomes important to emphasize a positive relationship between the principles which they do agree on and the new ideas introduced in your presentation. For example, if parents are against adding a new service area to the vocational program, you might deliver a speech on the exciting new job opportunities that are available to individuals who are trained in this field. In another situation, you may find that your audience is very familiar with your subject area. In this case, it is important that you refrain from using layperson's terminology or from oversimplifying concepts.

Gaining Administrative Approval

Besides researching the characteristics of your audience and knowing the best time and physical setting for your presentation, one other step should precede the actual preparation of your topic—gaining administrative approval. You should check with your vocational supervisor or another administrator to get this approval or to find out where you should go to get it. Some school systems have a public relations office that handles all speaking arrangements. If your school has such an office, you should contact it for the information and approval needed before giving a presentation.

Organization of the Presentation

Once approval has been obtained, you are ready to organize your topic. Remember to avoid overselling your program or exaggerating its accomplishments. The best approach to take is an honest one. Highlight the good points of your program, but be realistic as well. Be sure that any data you will be presenting is consistent with school data and with other program information that has been given out. Your presentation must reflect your school's policy regarding the use of presentations to promote the vocational program. A unified school effort has a greater impact than efforts made individually.

A written outline can help you organize your presentation. A well-planned and organized presentation is essential if your audience is to grasp and remember the points you want to make. The process of outlining involves (1) breaking your topic down into its parts and arranging these parts in some order; (2) deciding how you will introduce and conclude your presentation; and (3) identifying the supporting evidence, examples, and materials you will use in developing your ideas. Sample 2 is an example of an outline structure for a short speech. Sample 3 incorporates that structure into an outline for a short speech on the need for cooperation between industry and vocational education.

SAMPLE 2

OUTLINE FOR A SHORT PRESENTATION

I. Introduction
   A. Gain attention
   B. Establish relationship

II. Main Ideas
   A. Core statement
   B. Personal identification with the main idea
   C. Reason for presenting the idea
   D. Initial summary of sub-points

III. Body
   A. Sub-point (development)
   B. Sub-point (development)
   C. Sub-point (development)

IV. Conclusion
   A. Final summary
   B. Appropriate closure

SAMPLE 3

PRESENTATION OUTLINE

THE NEED FOR COOPERATION BETWEEN INDUSTRY AND VOCATIONAL EDUCATION

I. Introduction
   A. Our country is facing an employment crisis that has affected, and will continue to affect, every person in this room.
   B. We need to work together to better prepare ourselves and our children for the challenges of the future.

II. Main Idea
   A. Working as a team, industry and vocational education can meet the challenge of preparing our human resources effectively.
   B. Most of us have children who are preparing themselves for careers, and we realize the need to adequately prepare them for the occupations of the future.
   C. Economic changes will continue to affect work patterns, job characteristics, and industries.
   D. We must adopt a policy which recognizes the interrelationships between education, work, the economy, and social problems.

III. Body
   A. Secondary and post-secondary schools still do not offer the variety of up-to-date vocational education courses needed to adequately prepare our youth.
   B. Vocational education has expanded, but needs further development.
   C. The following are my solutions to the problem.

IV. Conclusion
   A. Let us be involved at all levels because much is at stake and there is much to gain.
   B. Let us use some of the time we have after this meeting to discuss what you and I can do to work together in the community.

Delivery

You need not be a professional speaker to deliver an informative presentation. However, you should be able to talk to groups in a clear, effective, and pleasant manner, and you should know some of the basics of good public speaking. The following points related to delivery and the impression you make on your audience should be considered. If you wish more in-depth information on delivering a speech effectively, any good speech, communications, or public speaking text can provide you with this information.

Speak clearly.—The message that you want to deliver should be stated clearly. It is important that presentations not be overcomplex or introduce unnecessary elements. Any unnecessary, unclear elements may tend to confuse the listener.

Project your voice so that all can hear.—One important, yet often overlooked, aspect of a presentation is that of projecting your voice so that the audience can comfortably listen. An audience does not want to have to strain to catch what you're saying, but they also do not want to be shouted at. It might be wise to solve this problem by using a microphone, especially when talking to large groups. You might also practice speaking to large and small groups of people in order to develop skill in projecting your voice so as to be clearly heard. A friend sitting in the back of the audience may help by signaling to you if you cannot be easily heard.

Be yourself.—People sometimes try to imitate others in their presentations. Very seldom can this be carried off effectively. Instead of imitating others, you should try to be natural, conversational, and relaxed.

Look at your audience.—People will tend to listen more closely to your presentation if you can develop and maintain eye contact. Looking at your audience will make it easier for them to feel as though you are interested in them and their reactions.

Do not read your speech.—An audience usually resents having a speaker read a presentation to them. Besides the fact that reading lessens the amount of audience eye contact possible, it often results in the use of a monotonous speaking voice which can bore an audience.

Project enthusiasm and sincerity.—Enthusiasm is often contagious. If you are enthusiastic about your topic, your audience will tend to listen more carefully and pick up some of your enthusiasm. Sincerely projecting yourself with confidence during your presentation will also affect how receptive your audience is. People tend to believe someone who they feel is being sincere in what he/she says or does. They also tend to believe someone who projects confidence and knows his or her subject well.

Use gestures for emphasis.—Not only are gestures a good means of emphasis, they also tend to hold the attention of the audience. However, be aware of and avoid any mannerisms or nervous habits that might detract from your presentation.

Maintain good posture and attractive appearance.—People usually enjoy watching someone who has an attractive appearance. A professional appearance helps people believe that you are competent and knowledgeable in your field.

Obviously, a smooth and effective delivery depends on your self-confidence, which in turn depends on careful planning and preparation. Just as important as these points, though, is your belief in the importance of your vocational program, and your thorough understanding of its purpose and values. Your enthusiasm will be revealed in your efforts to seek opportunities to inform others in the school and community about your program, and will be evident when you are in front of an audience.

Supporting Materials and Techniques

You will often be able to greatly enhance the effectiveness of your presentation to a group with the use of supporting materials such as statistics, handouts, examples and illustrations, and visual aids. There are many resources for materials that can be used in your presentation. Besides your school, city, or university library, the following agencies and groups often lend vocational materials free or at a small charge.

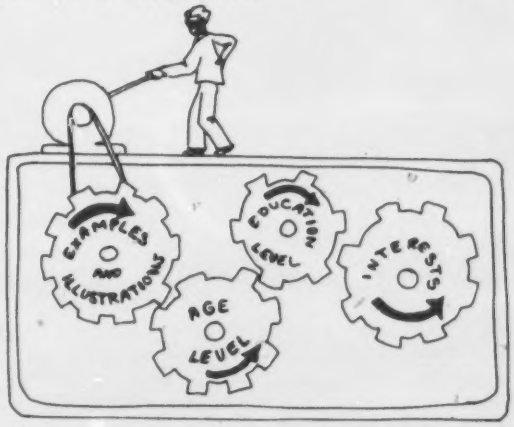
- local Agriculture and Home Extension Services
- local Employment Security Office
- area businesses that are training your students
- your state department of education, division of vocational education
- associations in your specific subject matter area (e.g., American Industrial Arts Association and National Business Education Association)
- student vocational organizations (e.g., FFA, FHA, FBLA)

Statistics

Facts and figures can be very effective in persuasive talks, but can become a source of utter chaos when your audience is overwhelmed with them. Sometimes it is best to expose the audience to approximations rather than to quote exact figures. (Instead of quoting a figure of 10,271 out of 20,000, you could simply say, "over 10,000 students" or "over 50% of the students.") When exact figures are necessary, a flip chart, a bar graph, or a supplemental handout can help to clarify and explain the statistics you are using as supporting evidence. In addition, use of a handout to provide exact facts and figures would allow you to concentrate on what the statistics **mean.**

Examples and Illustrations

As supporting materials, examples and illustrations allow you a great deal of flexibility in bringing the subject of a presentation into focus for the audience. A good example is often essential to an audience's understanding of a concept or generalization. Both examples and illustrations should be geared to the age level, educational level, and interests of the audience.



There are many ways that examples and illustrations can be used. They can help to guide the audience through your topics, or they can be used to capture attention. You can stress key points and reinforce audience interest through surprising or unique examples or illustrations.

Visual Aids

Subjects that might be difficult for your audience to grasp can often be described or analyzed through the use of visual aids. They can also help you reinforce the important points. Accompanying a verbal explanation with visual aids such as charts, maps, slides, transparencies, or models can clarify the concept and help the audience remember the point you are making.[1] The following are some important considerations to keep in mind when using visual materials.

Plan the use of visual aids.—Decide exactly what materials you will need and precisely where in the presentation you will use them. Visual aids should strengthen your topics and be related to them.

Keep the aids clear and simple.—Do not crowd

1. To gain skill in the proper use of visual aids and other supporting materials, you may wish to refer to relevant modules in Category C: Instructional Execution; and Category G: School-Community Relations.

the charts with unnecessary details; include only those details necessary for the clarification of the materials you are presenting. Eliminate the trivial and unnecessary. Use simple lettering, easy-to-read terms which are not ambiguous, and symbols which are familiar to the audience. Sometimes, it is advisable to use several charts with one set of details on each chart. When using transparencies showing a lot of detail, use several overlays.

Ensure visibility.—Make sure that all information on the visual aid is large enough to be seen by the most distant viewer. You may use contrasting colors to differentiate between different classes of detail. All details should be on a large scale, and all lines should be heavy and broad.

Construct visuals appropriately.—Lightweight cardboard or posterboard is good material to use in preparing diagrams, maps, charts, etc. It is light enough for you to carry, yet it is heavy enough to stand upright against a support, and it will not be easily damaged. Use paint or ink rather than pencil so that the lines will be heavy enough to stand out.

Plan for displaying the visual aids.—Do not display visual aids until you reach the place in your presentation where you plan to use them. Otherwise, the visual aids will become a distracting factor. Keep the following in mind when using visuals.

- **With the exception of models, it is seldom wise to hold your materials while you are describing them.**—It is difficult to hold materials so the audience can see them, and you limit the use of your hands for gesturing.
- **Fasten all charts high enough so that everyone can see them.**—Use a pointer to identify the details to which you refer.
- **Do not turn your back to the audience when referring to charts.**—You should know your charts well enough that a glance will be sufficient for you to spot the detail you wish to point out. Do not stand in front of the chart. Stand far enough to one side that you do not obstruct the view of the people on that side of the room. Remain close enough to your charts that you will not have to walk back and forth to get to them.
- **When using models for demonstration purposes, have a table on which to place the parts.**—Be careful that you hold each piece of a model so that it can be seen; don't cover it with your hand or hold it to one side. Practice the demonstration so that you can handle the article correctly when you are ready to refer to it. Then, put it down as soon as you have finished with the demonstration. Demonstrations seldom can be used with a large audience because details are too small. Sometimes, it is advisable to have a large audience gather around the table at which you are working, or to have some of the details amplified on a chart which you can use in conjunction with the model.
- **Be sure the visual aids are of high quality.**—Preview and evaluate all visual aids. Any visual aids of poor quality will distract your audience and should be discarded.
- **Check all audiovisual equipment in advance.**—You should be certain that your equipment is properly functioning before the presentation. You should also focus the equipment before your presentation in order to avoid unnecessary delay. If applicable, place the projector at a proper distance from the screen, and check that the screen is the correct type and size. In addition, you should locate the light switch, make provisions for blocking out window light if necessary, have a spare bulb for the projector, etc.

The following items check your comprehension of the material in the information sheet, Preparing a Presentation, pp. 6–13. Each of the four items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. How can the vocational program benefit from the vocational teacher making presentations to school and community groups?

2. Why is it important to consider your audience when making a presentation? What are some of the other factors you need to consider when preparing your presentation for a particular audience?

3. What are some ways to make the delivery of your speech more effective?

4. When and why should you use supporting materials (visual aids, statistics, graphic illustrations) in your presentation?

NOTES

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. The vocational program can benefit because the teacher can personalize it and bring it directly into the lives of community members through the use of stimulating, informative presentations. Since you present your vocational program in a face-to-face situation through the use of presentations, you have the unique opportunity of being able to immediately respond to the individual needs of the audience. If your presentation is good, this atmosphere is conducive to creating good impressions about you and about your program. It also allows you to correct any wrong information, and eliminate any audience misgivings and bias.

   If presentations are given to school groups, you could find yourself rewarded with students who are interested in pursuing vocational education studies. You also can **gain** information from presentations to all types of groups. The audience feedback you obtain can help you strengthen your vocational program.

2. One of the quickest ways to start an audience yawning is to deliver a presentation that isn't specifically prepared for **them**. Each audience is different and has special needs, concerns, and abilities. If you don't take into account these differences when writing your presentation, you run the risk of leaving a negative impression on your audience. Know your audience, and gear your speech to that audience. Many of their characteristics such as occupational background, interests, and educational level can be determined by knowing the type of group you are addressing. Other characteristics such as age, common concerns, and biases can be determined by asking a few questions.

   Members of your audience may also belong to special groups—religious or ethnic. It is important to consider the feelings of these groups and not to use vocabulary or jokes that will be offensive to them. When a group feels that you have considered their interests and concerns when preparing a speech, they are more likely to respond enthusiastically to you and your topic.

3. How you deliver presentations has a definite impact upon your audience. Even the most informative and well-organized speech can be spoiled if it is poorly delivered. Speak clearly and project your voice. If it is important enough for you to say, it is important that everyone hear. Good eye contact is vital to a good speech. People tend to listen more carefully if they feel the speaker is talking, **not** reading, to them and is interested in their reactions.

   Gestures convey enthusiasm, and enthusiasm is contagious. If you are excited about your subject and can display that to your audience, they will probably feel that enthusiasm themselves.

   A good speaker must also have an attractive and professional appearance in order to gain audience respect and trust. A good appearance, coupled with self-confidence and a real belief in your vocational program, can warm up even the coldest audience.

4. Supporting materials can be purchased, borrowed, or obtained free-of-charge from a large variety of groups and agencies, or they can be made as a class project. Their use will greatly enhance your presentation by making it interesting and varied. Illustrations and examples can highlight important parts of your speech and can reinforce information for your audience. All forms of visual aids can introduce topics and lead the audience through your program. If sparingly used, you will also find that statistics will strengthen a point and help clarify ideas for your audience. However, as with facts and figures, all supporting materials must be used with discretion. You do not want to overwhelm your audience and, perhaps, lose them with too many stimuli.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Preparing a Presentation, pp. 6–13, or check with your resource person if necessary.

For information on planning and organizing effective communication, and techniques of effective public speaking, you may wish to read the supplementary reference, AAACE, *Communications Handbook*, pp. 15–32.

Learning Experience II

OVERVIEW

Given a case situation describing a hypothetical school situation, prepare and give a presentation designed to promote your vocational education program.

You will be reading the Case Situation, p. 20.

You will be developing a complete plan for a presentation designed to promote your vocational educational program in the hypothetical school situation.

You will be giving the presentation to a group of peers, or to your resource person.

You may wish to record your presentation on videotape for self-evaluation purposes.

Your competency in preparing and giving a presentation will be evaluated by your peers, or by your resource person, using the Presentation Checklist, pp. 23–34.

If you videotaped your presentation, you may wish to evaluate your own performance, using the Presentation Checklist, pp. 23–34.

The following Case Situation provides you with the background information you will need to prepare a presentation to acquaint parents with a new vocational program. Assume you are a vocational teacher in this school situation, and you are preparing to give a presentation to acquaint the parents described with **your** vocational program area. With the criteria for an effective presentation in mind, read the situation described.

CASE SITUATION

In a recent student interest survey at your school, several students who are about to enter the eleventh grade have expressed an interest in a new vocational program which you would like initiate.

A special meeting is going to be held at the school to present information about this program to the parents of these students. You have been asked to give a presentation explaining the characteristics, purpose, plan, and values of the program.

Before you began organizing the presentation, you jotted down some characteristics of the audience which would guide you in planning. You know that your listeners will all be parents of students about to enter the eleventh grade. You are also aware that occupations in your group will range from blue collar to professional and that the educational level represented ranges from eighth grade through college. Few of the parents know much about this particular program, but most of them have a positive attitude toward vocational education in general. In remembering conversations you have had with these parents, you are also aware that several have expressed concern about their children's job opportunities after graduation from high school.

After gathering enough information about your audience, you wrote down some background information which you felt would help you in your planning. The school has notified you that the meeting will be held on a night during the week in the school auditorium. The group will not be very large, but will meet in the auditorium because none of the classrooms are quite large enough.

One final consideration guides your presentation. Your school is located in a rapidly growing community. Job opportunities are good in your occupational specialty, and projections for the future are promising.

Develop a complete plan for your vocational program presentation. Take the information about this "new" program from your own occupational specialty. When you begin, keep in mind the characteristics of your audience, size of the group, location of the meeting, and other information which you feel will influence your presentation. Include in your plans an outline and a list of the supporting materials you will use.

In a simulated situation, give your presentation to a group of two to five peers. These peers will serve two functions: (1) they will role-play the audience to whom you are giving your presentation, and (2) they will evaluate your performance. If peers are not available to you, you may give your presentation to your resource person. **NOTE**: Before giving your presentation, be sure your peers, or your resource person, are familiar with the information from your hypothetical situation which will help them in completing the checklist (e.g., characteristics of the audience, location of meeting, time, type of community).

If you wish to self-evaluate, you may record your performance on videotape so you may view your own presentation at a later time.

Multiple copies of the Presentation Checklist are provided in this learning experience. Give a copy to each peer, or to your resource person, before making your presentation in order to ensure that each knows what to look for in your presentation. However, indicate that during the activity, all attention is to be directed toward you, and that the checklists are to be completed **after** the presentation is finished.

If you videotaped your presentation, you may wish to self-evaluate using a copy of the Presentation Checklist.

NOTES

PRESENTATION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
The teacher's presentation:				
1. was geared to the particular audience involved	☐	☐	☐	☐
2. included information concerning the characteristics, purposes, plan, and values of the vocational program	☐	☐	☐	☐
3. was well organized and logically ordered	☐	☐	☐	☐
4. included visual aids and/or other supporting materials which:				
a. were clearly visible	☐	☐	☐	☐
b. were appropriate to the audience and the content being presented	☐	☐	☐	☐
c. were physically supported by something other than the speaker's hands	☐	☐	☐	☐
5. gave evidence that he/she had checked out all audiovisual equipment in advance	☐	☐	☐	☐
6. included examples and illustrations that supported the topic being discussed	☐	☐	☐	☐
During the presentation, the teacher:				
7. could be heard and understood easily	☐	☐	☐	☐
8. appeared natural and relaxed	☐	☐	☐	☐
9. did not read the presentation	☐	☐	☐	☐
10. looked at the audience	☐	☐	☐	☐
11. did not turn his/her back to the audience when using visual aids	☐	☐	☐	☐
12. used gestures for emphasis	☐	☐	☐	☐
13. maintained an attractive (professional) appearance	☐	☐	☐	☐
14. projected a feeling of confidence and enthusiasm for the subject by vocal inflection and movement.	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, or FULL responses. If any item receives a NO, or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

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Learning Experience III

OVERVIEW

After completing the required reading, critique the performance of several teachers in given case studies in directing students in preparing presentations.

You will be reading the information sheet, Directing Student Presentations, pp. 36–38.

You will be reading the Case Studies, pp. 38–40, and writing a critique of the performance of the teachers described.

You will be evaluating your competency in critiquing the teachers' performance in directing students in preparing presentations by comparing your completed critiques with the Model Critiques, p. 41.

Activity

For information on involving and guiding students in making vocational program presentations, read the following information sheet:

DIRECTING STUDENT PRESENTATIONS

Students can and should be actively involved in promoting the vocational program in the school and community. Such involvement is not only good for in-school and school-community relations, but can provide valuable learning experiences for students. Making presentations to school and community groups, for example, can develop students' knowledge of the topic selected, give them practice in seeking out and making use of various resources, develop their ability to organize content, increase their speaking skills, and foster self-confidence and a good self-concept.

Since it is important that students be a part of promoting vocational programs, you need to find ways to involve them in making successful presentations. One way to do this is by involving students in planning and presenting a symposium. A symposium is a presentation in which several students talk on various aspects of a problem and respond to questions from each other and from the audience. Besides providing for student involvement, a symposium helps to break down the subject of a presentation so that students can become better acquainted with certain areas of it.[2]

Whether these student presentations are effective in promoting the vocational program and in developing valuable skills and attitudes in students will probably depend on your ability to direct their efforts. Many of your students may lack the knowledge and experience necessary to develop a good topic, so it will be up to you to give them some guidelines for making effective presentations.

Selecting a Topic

If it has been decided that students are to give a presentation, you must help them assess their ability to handle various topics. A slide presentation entitled, "One Day in the Life of a Co-op Student," designed to introduce younger students to the co-op program, could be very effective if presented by a student in the program. However, a presentation designed to persuade an influential group of persons to support a bond issue for a new vocational facility might be better handled by you.

You will need to guide the students in their topic selection and be sure that they can successfully present it. If you receive an invitation to speak which simply says, "talk about your vocational program," you will need to help the students choose a subject which they can effectively present. Discussion of the following factors will help students choose a desirable topic.

- time constraints
- type of group being addressed
- characteristics of individuals within the group
- occasion promoting the invitation

There are many interesting and informative topics that students can present, and a wide variety of audiences who can benefit from good presentations. For example, students in a home economics class may want to give presentations on preparing nutritious snacks or coordinating a wardrobe to students in middle or high school classes. Your students may also wish to deliver a presentation on career opportunities through vocational educa-

2. To gain skill in conducting symposiums, you may wish to refer to Module C–2, *Conduct Group Discussions, Panel Discussions, and Symposiums.*

tion to students in these schools to interest them in pursuing vocational programs. Community groups such as the PTA may also be interested in such presentations.

The faculty of your school may be interested in learning about various aspects of your vocational program. Students could give faculty members a presentation on what they are doing in their program, how they feel the program has benefited their needs, the competencies they have acquired, and/or what products they have produced.

A group of students in your class may want to give a presentation to the rest of the class. Students in trade and industrial classes may want to give beginning students a presentation on the proper use of equipment and safety practices in the shop. Office practice students may want to give a presentation to the class on "How to Prepare for an Interview." Cooperative students in any of the service areas might give a talk on their responsibilities at the training stations.

Gathering the Information

Deciding on the topic and where to present it are only the beginning steps in preparing for a presentation. Students will also need help in gathering the information or resources they will need to prepare their presentation. They may need to be reminded of what they already know (e.g., how the school schedules classroom and work experiences for co-op students), or they may need to be directed to the people or written materials that can give them the needed information.

Organizing Content

After the students have gathered the information for their topics, you should assist them in organizing the content of the presentation. Students should be reminded of the following points.

- The introduction should be interesting. A catchy introduction can get the audience initially interested in the topic. It also should give the audience some idea as to the direction the presentation will take.
- Students should decide what information they want to include in the body of their presentation.
- The topic should be broken down into subtopics that are arranged in a logical, sequential order. For example, a presentation on the co-op program could be treated in terms of the subtopics, "Why I joined the co-op program," "What I am learning on the job," and "What I plan to do after graduating."
- The conclusion of the presentation should summarize highlights and important aspects of the presentation.

Visual Aids

Once students have the facts and have organized the content, you should assist them in securing any visual aids to enhance and clarify the presentation. You may need to direct your students to existing materials (e.g., slides depicting co-op students at work to illustrate "What I am learning on the job."), or assist them in developing their own (e.g., a flip chart or transparencies).[3]

Rehearsal

Once your students have organized their presentations and secured the needed resources, they should be given an opportunity to rehearse. During rehearsals, you can help students develop self-confidence by reinforcing the strengths of their presentation. You can also assist them by constructively pointing out the deficiencies in the content of their presentations. For example, some presentations would be more effective if supporting data were supplied or used more effectively (e.g., data on opportunities in the field to support a student's comments on "What I plan to do after graduating"). You can point out to the students those areas of the presentation that could be enhanced by supporting data.

In their presentations, students may emphasize some areas of the subject matter too much and under-emphasize other important areas. You can help them put emphasis in the proper places so that important areas are highlighted. Or, students may have difficulty tying various aspects of their presentations together. Their transitions from one topic to another may be choppy. You can help them to smooth out transitions so that the presentation will be more effective.

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3. To gain skill in selecting and preparing instructional materials, you may wish to refer to Module B–5, *Select Student Instructional Materials*; and Module B–6, *Prepare Teacher-Made Instructional Materials*.

As an observer, you are in an excellent position to aid the students in polishing their delivery. Students may be using distracting gestures without being aware of it, speaking too quietly or loudly, or avoiding eye contact with the audience. The rehearsal of the presentation provides you with an excellent opportunity to point out to the students any rough edges in their delivery, and to work with them on ways to smooth those edges.

While your suggestions can greatly help the students with their presentations, it is sometimes helpful if other methods of critiquing are used. If the students are giving their presentation to an outside group, it may be a good idea to have them give it to their own class first. Classmates can often provide many useful ideas and suggestions. It would also be helpful if you videotaped the presentation and allowed the students to see themselves in order to improve their delivery.

The following Case Studies describe how four vocational teachers directed students in preparing for presentations. Read each of the situations described, and then **explain in writing** (1) the strengths of the teacher's performance, (2) the weaknesses of the teacher's performance, and (3) how the teacher should have treated his/her responsibilities.

CASE STUDIES

1. About halfway through the class period, Mr. Jones suddenly remembered he had been contacted two weeks previously about preparing a presentation. He immediately stopped his tenth-grade class activities and informed the class members that he had selected them to give a presentation on their program to a group of parents.

   Although none of the students had experienced this kind of involvement before, Mr. Jones was certain that this class would be as successful as the eleventh-grade class he had directed a week previously. Mr. Jones decided it was necessary to stop the regular class activities since the program was scheduled for the following night at 7:30; much work had to be done.

2. Mr. Tibbs was requested by his supervisor to give a presentation about his program to a regular school faculty meeting. To break the monotony of teacher presentations, Mr. Tibbs invited his class to give a presentation. After a brief lecture on "Making Presentations," Mr. Tibbs developed the following checklist to help him guide his students.
   - Aid students in selecting a topic.
   - Aid students in procuring resources.
   - Aid students in securing any necessary visual materials.
   - Aid students in organizing the content of their presentations.

   Following this checklist to the letter, Mr. Tibbs had his students ready for their presentations one day in advance. He felt a strong sense of accomplishment since he was able to stick to his agenda.

3. Mrs. Crabbtree was generally thought of as the most conscientious staff member at North Ridge High School. Teachers and students looked to her for leadership in all program activities sponsored by the school. On one occasion, she was asked by the school vocational education director to take charge of a student program to inform a community group about a new vocational program.

   In about five hours, Mrs. Crabbtree had briefed herself on the activities of the program and was ready to guide the vocational students the next day. She gave a lecture on "Good Speech Techniques," and told the students to organize and plan their program. The program was given a week later with very little response from the audience.

4. The students in Mr. Youngman's class, who were preparing a presentation for the "Parents for Better Schools" local meeting, were very concerned that the presentation would be a complete flop if they proceeded as planned. Mr. Youngman did not agree. The topic had to be successful because it was the same topic he had used at the annual convention of the American Vocational Association.

   Besides, the speeches had been carefully prepared, and all the students knew their parts from memory. With no more than six lines apiece to read, he really didn't see how anyone could forget his or her lines.

Compare your completed written critiques of the Case Studies with the Model Critiques given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL CRITIQUES

1. Mr. Jones should have realized that important events need to be planned and rehearsed. By procrastinating for two weeks, he denied the tenth-grade class a good opportunity for learning about the mechanics of a good presentation. Without this knowledge and without some experience, it is doubtful whether the class presentation will be effective or stimulating to the audience. Even a skilled speaker would find it difficult to prepare a presentation on such short notice.

   If a student presentation were desirable at this late date, Mr. Jones should have used the more experienced eleventh-grade class. However, the ideal strategy would have been to start preparations on the day of notification and involve the students in organizing, planning, and delivering an effective presentation.

2. Mr. Tibbs automatically assumed that this presentation could be given by students as well as himself. This is not always the case, and he should have thought about his audience and the purpose of the presentation before coming to this decision. Since the decision was made, however, Mr. Tibbs acted in a very conscientious manner by developing a checklist to help him assist the students.

   Unfortunately, his checklist was not complete. He overlooked some important details. For example, his checklist did not include teaching students how to effectively deliver a speech. Before giving the presentation, the students should have been given guidance in public speaking techniques. In addition, students should have been provided with time to rehearse their presentations in front of peers or to record their presentations on videotape for self-evaluation purposes. This would have given them an opportunity to develop self-confidence and to correct any flaws which existed in the presentation.

   Mr. Tibbs appeared to be overly concerned with following his agenda. It is hoped that this concern did not cause him to ignore students' suggestions or concerns in the name of efficiency.

3. Mrs. Crabbtree's lecture was directed toward only one small segment of the work involved in making a presentation. Her students were inexperienced and should have been given guidance in many areas such as how to gather and organize information, and select and prepare audiovisuals. She also made an error in deciding that her class could assume entire responsibility for organizing their presentations on the basis of a lecture. Students need to try out what they have learned in a practice situation, and they need assistance from the teacher in developing an effective presentation.

4. The students in Mr. Youngman's class were not really involved in the presentation. They were told what to present and how to do it, and were not given an opportunity to develop a presentation that would support their abilities and ideas. What works for one person does not work for another and Mr. Youngman failed to take this into consideration.

   The students were also aware of a problem that their teacher didn't recognize. There was a strong possiblity that the audience would be "bored to death" with several prepared and recited speeches. These speeches would probably have been even more unsuitable because of the material content. A group of parents might not have enough background knowledge to respond favorably to material written for an AVA convention. Mr. Youngman should do more planning with his students, and should consider the "fit" between the audience, material, and speaker(s).

LEVEL OF PERFORMANCE: Your completed critiques should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Directing Student Presentations, pp. 36–38, or check with your resource person if necessary.

NOTES

Learning Experience IV

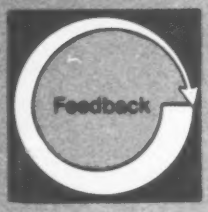
FINAL EXPERIENCE

While working in an **actual school situation,*** give presentations to promote your vocational program.

As you fulfill your teaching duties, seek and take advantage of opportunities to give presentations to school and community groups to promote your vocational program. This will include—

- securing an opportunity to speak before at least one school or community group
- selecting an appropriate topic
- outlining the content of the presentation
- incorporating appropriate visual aids and other supporting materials into the presentation
- using effective public speaking techniques during the presentation

NOTE: As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.



Arrange in advance to have your resource person review your outline and other documentation, and observe your presentation if possible.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 45–46.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in giving presentations to promote your vocational program.

*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Give Presentations to Promote Your Vocational Program (G–2)

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In planning a presentation to a school and/or community group to promote the vocational program, the teacher:						
1. selected a subject of interest and importance	☐	☐	☐	☐	☐	☐
2. geared his/her presentation to the particular audience involved	☐	☐	☐	☐	☐	☐
3. planned how to inform the audience of the characteristics, purposes, plan, and values of the vocational program	☐	☐	☐	☐	☐	☐
4. organized the presentation using some form of standard outline	☐	☐	☐	☐	☐	☐
5. incorporated visual aids, and/or other supporting materials which:						
a. would be clearly visible	☐	☐	☐	☐	☐	☐
b. would be appropriate to the audience and the content being presented	☐	☐	☐	☐	☐	☐
c. could be physically supported by something other than the speaker's hands	☐	☐	☐	☐	☐	☐
6. checked out all audiovisual equipment in advance	☐	☐	☐	☐	☐	☐
7. selected examples and illustrations that supported the topic being discussed	☐	☐	☐	☐	☐	☐
During the presentation, the teacher:						
8. could be heard and understood easily	☐	☐	☐	☐	☐	☐
9. appeared natural and relaxed	☐	☐	☐	☐	☐	☐
10. did not read the presentation	☐	☐	☐	☐	☐	☐
11. did not turn his/her back to the audience when using visual aids	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
12. looked at the audience	☐	☐	☐	☐	☐	☐
13. used gestures for emphasis	☐	☐	☐	☐	☐	☐
14. maintained an attractive (professional) appearance	☐	☐	☐	☐	☐	☐
15. projected a feeling of confidence and enthusiasm for the subject by vocal inflection and movement	☐	☐	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience **and** have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an in-service teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevant.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A–1 Prepare for a Community Survey
A–2 Conduct a Community Survey
A–3 Report the Findings of a Community Survey
A–4 Organize an Occupational Advisory Committee
A–5 Maintain an Occupational Advisory Committee
A–6 Develop Program Goals and Objectives
A–7 Conduct an Occupational Analysis
A–8 Develop a Course of Study
A–9 Develop Long-Range Program Plans
A–10 Conduct a Student Follow-Up Study
A–11 Evaluate Your Vocational Program

Category B: Instructional Planning

B–1 Determine Needs and Interests of Students
B–2 Develop Student Performance Objectives
B–3 Develop a Unit of Instruction
B–4 Develop a Lesson Plan
B–5 Select Student Instructional Materials
B–6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C–1 Direct Field Trips
C–2 Conduct Group Discussions, Panel Discussions, and Symposiums
C–3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C–4 Direct Students in Instructing Other Students
C–5 Employ Simulation Techniques
C–6 Guide Student Study
C–7 Direct Student Laboratory Experience
C–8 Direct Students in Applying Problem-Solving Techniques
C–9 Employ the Project Method
C–10 Introduce a Lesson
C–11 Summarize a Lesson
C–12 Employ Oral Questioning Techniques
C–13 Employ Reinforcement Techniques
C–14 Provide Instruction for Slower and More Capable Learners
C–15 Present an Illustrated Talk
C–16 Demonstrate a Manipulative Skill
C–17 Demonstrate a Concept or Principle
C–18 Individualize Instruction
C–19 Employ the Team Teaching Approach
C–20 Use Subject Matter Experts to Present Information
C–21 Prepare Bulletin Boards and Exhibits
C–22 Present Information with Models, Real Objects, and Flannel Boards
C–23 Present Information with Overhead and Opaque Materials
C–24 Present Information with Filmstrips and Slides
C–25 Present Information with Films
C–26 Present Information with Audio Recordings
C–27 Present Information with Televised and Videotaped Materials
C–28 Employ Programmed Instruction
C–29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

D–1 Establish Student Performance Criteria
D–2 Assess Student Performance: Knowledge
D–3 Assess Student Performance: Attitudes
D–4 Assess Student Performance: Skills
D–5 Determine Student Grades
D–6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E–1 Project Instructional Resource Needs
E–2 Manage Your Budgeting and Reporting Responsibilities
E–3 Arrange for Improvement of Your Vocational Facilities
E–4 Maintain a Filing System
E–5 Provide for Student Safety
E–6 Provide for the First Aid Needs of Students
E–7 Assist Students in Developing Self-Discipline
E–8 Organize the Vocational Laboratory
E–9 Manage the Vocational Laboratory

Category F: Guidance

F–1 Gather Student Data Using Formal Data-Collection Techniques
F–2 Gather Student Data Through Personal Contacts
F–3 Use Conferences to Help Meet Student Needs
F–4 Provide Information on Educational and Career Opportunities
F–5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G–1 Develop a School-Community Relations Plan for Your Vocational Program
G–2 Give Presentations to Promote Your Vocational Program
G–3 Develop Brochures to Promote Your Vocational Program
G–4 Prepare Displays to Promote Your Vocational Program
G–5 Prepare News Releases and Articles Concerning Your Vocational Program
G–6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G–7 Conduct an Open House
G–8 Work with Members of the Community
G–9 Work with State and Local Educators
G–10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

H–1 Develop a Personal Philosophy Concerning Student Vocational Organizations
H–2 Establish a Student Vocational Organization
H–3 Prepare Student Vocational Organization Members for Leadership Roles
H–4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
H–5 Supervise Activities of the Student Vocational Organization
H–6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

I–1 Keep Up-to-Date Professionally
I–2 Serve Your Teaching Profession
I–3 Develop an Active Personal Philosophy of Education
I–4 Serve the School and Community
I–5 Obtain a Suitable Teaching Position
I–6 Provide Laboratory Experiences for Prospective Teachers
I–7 Plan the Student Teaching Experience
I–8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J–1 Establish Guidelines for Your Cooperative Vocational Program
J–2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J–3 Enroll Students in Your Co-Op Program
J–4 Secure Training Stations for Your Co-Op Program
J–5 Place Co-Op Students on the Job
J–6 Develop the Training Ability of On-the-Job Instructors
J–7 Coordinate On-the-Job Instruction
J–8 Evaluate Co-Op Students' On-the-Job Performance
J–9 Prepare for Students' Related Instruction
J–10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

For information regarding availability and prices of these materials contact—

AAVIM
American Association for Vocational Instructional Materials
120 Engineering Center • University of Georgia • Athens, Georgia 30602 • (404) 542–2586